



AISD Strategic Plan 2010-2015 Framework

Mission (What We Do)

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision (Where We Want to Be)

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

Values (What We Believe in)

- Focus on Children
- Excellence
- Integrity
- Equity
- Respect

Goals (What We Want to Accomplish)

1. All students will perform at or above grade level.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career, and life in a globally competitive economy.
4. All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

Measurable Outcomes (How We Will Check Progress on Our Goals)*

1. TAKS passing rates for students who have been in the district for three consecutive years
2. TAKS passing rates for students who have not been in the district for three consecutive years
3. Achievement gaps among ethnic groups
4. Achievement gaps between economic groups
5. Graduation rates – the number of students in a 9th grade cohort that graduate within four years of their enrollment in 9th grade
6. College readiness – the number of graduates that meet or exceed a combination of TAKS Exit Level, SAT, and ACT criteria
7. TAKS writing scores – percentage of 11th graders scoring 3 or 4
8. Postsecondary enrollment – the number of seniors who enrolled in a 4-year or 2-year college or university or in a technical school within the first year after graduating
9. Enrollment in Advanced Placement (AP) courses – the number of students enrolled in one or more AP course and completing a dual enrollment course
10. Performance in Advanced Placement (AP) courses – the percent of students with AP test scores of 3, 4, or 5
11. District and campus accountability ratings – based on the district rating (i.e., acceptable), the number of schools achieving Adequate Yearly Progress (AYP), and the number of Acceptable, Recognized, and Exemplary schools

**In addition, a number of specific program and process measures will be included in the District Improvement Plan, Campus Improvement Plans, and other departmental and program plans which will closely align with the Strategic Plan.*

Strategies (How We Will Achieve Our Goals)

1. Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.
2. Build strong relationships with students, families, and the community to increase trust and shared responsibility.
3. Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.
4. Align resources to accomplish priorities within a balanced budget.

**AISD Strategic Plan 2010-2015
Implementation Guide**

The Key Action Steps are critical to implementing each of the Strategies included in the Strategic Plan Framework. For each action step, the primary responsibility for implementation and development of more detailed actions plans is identified. As applicable, primary community partners will be identified. The Key Action Steps are not presented in any particular order, and are numbered for reference.

<i>Strategy 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.</i>		
ACTION STEPS	PRIMARY RESPONSIBILITY	PRIMARY PARTNER
1.1 Adopt policy that articulates the district's theory of action for teaching and learning, reflecting high expectations and ensuring alignments with all educational plans and initiatives.		
1.2 Examine the district's curriculum to ensure college-ready rigor at each grade level, clear expectations for teaching and learning, instructional supports to meet the needs of all students, and implementation with fidelity.		
1.3 Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools.		
1.4 Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools.		
1.5 Determine the purpose, parameters, and effective number of required assessments, and improve the content, quality, and use of assessments, including more authentic student work.		
1.6 Maintain strong core academic programs with focus on math and science (e.g., provide at least one fourth-year science course in engineering at each high school).		
1.7 Ensure that the district's program for English Language Learners (ELLs) is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning, and includes dual language as a program option across the district.		
1.8 Examine Special Education programs and delivery to ensure adequate supports to teachers and students, and clear parameters for allocation of staff and resources.		
1.9 Ensure that every student has equitable access to health-related programming by providing staff and resource support for coordinated school health education, family and community involvement, safe and healthy school environment, health services, physical education and physical activity, nutrition services, counseling and mental health services, and staff wellness district and campus levels.		
1.10 Provide more opportunities for students to participate in enrichment programs such as fine arts, career interest, technology, athletics, and languages other than English.		
1.11 Expand early literacy, early childhood education, and pre-kindergarten programs and locations.		
1.12 Develop signature programs within each vertical team that begin in early childhood and culminate in nationally recognized high school programs.		
1.13 Set a baseline of advanced academics for every school, create concentrations of advanced study, and expand opportunities for dual credit and advanced placement.		
1.14 Improve attendance and completion rates for all students.		
1.15 Ensure successful transitions between campus levels (elementary to middle school, middle to high school, high		

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	school to post-secondary).		
1.16	Implement behavioral, character, social, and other student support systems at all schools effectively and equitably.		
1.17	Support campuses in developing culturally relevant training and learning experiences to eliminate achievement gaps, and to decrease over-representation of any student groups in discipline and Special Education programs.		
1.18	Provide responsive, effective, and sustainable support for AISD children and their families living in low-income neighborhoods and in historically under-served neighborhoods, and for students attending low-performing schools.		
1.19	Identify homeless, mobile, pregnant, and other students with special needs and ensure that they receive consistent access to curriculum and appropriate services.		
1.20	Enhance dropout prevention efforts and create multiple, proven pathways to course credit recovery.		
Strategy 2: Build strong relationships with students, families, and the community to increase trust and shared responsibility.			
	ACTION STEPS	PRIMARY RESPONSIBILITY	PRIMARY PARTNER
2.1	Use multiple and appropriate methods of communication and engagement to reach all stakeholders and every part of the community to gain meaningful input, participation, partnerships, and shared responsibilities for student success.		
2.2	Increase collaboration with other entities to support such areas as affordable housing, health and human services, and community planning.		
2.3	Ensure that every school has the resources and services (public, private, no-profit) needed to support its students, parents, and families, including Parent Support Specialists.		
2.4.	Provide all resources necessary for adequate translation and interpretation services at all schools.		
Strategy 3: Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.			
	ACTION STEPS	PRIMARY RESPONSIBILITY	PRIMARY PARTNER
3.1	Hire high-quality and diverse teachers and principals, and reduce their turnover through mentoring, compensation, leadership development, and other incentives.		
3.2	Develop a performance-based compensation system for all district employees.		
3.3	Develop and implement a coherent, content-focused, best-practices plan for professional development of instructional leaders, support staff, and teachers.		
3.4	Enhance quality and access to professional development in using data and feedback to inform instruction, and to meet the needs of ELLs and Special Education students in inclusion classrooms.		
3.5	Expand and accelerate development of campus-based professional learning communities.		
3.6	Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction and classroom management.		
3.7	Organize central administration to support schools, and enable campus leadership to focus on the classroom.		
3.8	Include on all employee appraisals performance measures related to support of schools and the requirement for job-related professional growth.		
3.9	Develop a system for shared accountability for results in teaching and learning.		

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Strategy 4: Align resources to accomplish priorities within a balanced budget.		
ACTION STEPS	PRIMARY RESPONSIBILITY	PRIMARY PARTNER
4.1 Examine options in funding methodology that allow federal title dollars to follow the student.		
4.2 Evaluate and reallocate necessary funding to schools based on identified needs.		
4.3 Rigorously and regularly evaluate programs to establish a framework for performance-based budgeting and to abandon programs that are not effective.		
4.4 Explore and support legislation to enhance local district funding, and identify and seek alternative sources of funding and grants.		
4.5 Develop and implement long-range plans for facilities, transportation, libraries, and technology that align infrastructure with the district's educational plan.		
4.6 Consider school consolidations, school repurposing, boundary adjustments, and possible school closures to reduce operational costs, meet the need for new or expanded programs, and respond to changes in student enrollment.		
4.7 Ensure efficiency and efficacy of existing facilities before investing in new facilities.		
4.8 Provide sufficient resources to support effective technology, library, and media services at all campuses.		
4.9 Ensure that instructional initiatives, the budget, and other district and campus plans align with each other and support the Strategic Plan, Board goals, and policies.		